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THE TEACHERS COLLEGE JOURNAL

Volume XXV

October, 1953

Number 1

OCTOBER COVER

Students meet the new president. President Raleigh W. Holmstedt assumed the presidency of Indiana State Teachers College July 1, 1953.

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The *Teachers College Journal* seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

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Teacher Recruitment—A Must

The most critical problem facing the public schools is the growing shortage of teachers. The seriousness of this situation is not yet fully comprehended either by members of the teaching profession or by the public. The full impact of the increase in birthrates which has occurred in Indiana during the past decade has not yet been felt in the schools. The enrollment in grades 1-6 for the current year is nearly 30,000 greater than the enrollment for 1952-53. The estimated average increase in enrollment in the elementary grades for the next five years is approximately 20,000 pupils per year. Assuming an average enrollment of 35 pupils per teacher, this means that the number of elementary teachers in Indiana will have to be increased by at least 600 every year for the next five years if a reasonable teaching load is to be maintained. Added to this number are the replacements that will be needed for retirements, withdrawals and deaths.

There are no surplus elementary teachers in Indiana at present and the number of students enrolled in the colleges and universities in the state preparing to be elementary teachers is not half large enough to meet the need for new teachers. The shortage will accumulate and it is certain that the number of oversize classes and the number of schools operating on double sessions will steadily increase. The result will be that thousands of Indiana children will have part-time and inadequate instruction.

The prospects at the high school level are no better. Already there are shortages of adequately prepared teachers for some subject areas. The estimated average increase in enrollment in grades 7-12 for the next five years is approximately 14,000 pupils per year. This number will require an

increase of over 500 high school teachers each year. This rate of increase can be expected to continue for at least ten years more. The result will be an accumulating shortage of high school teachers which in a few years will be quite as serious in its effects as the shortage of elementary teachers.

What can be done to alleviate this condition? First of all, concerted efforts must be made to recruit students for teacher education. This must be done in local school systems. The teacher training institutions do not have access to all prospective teachers in the high schools and recruiting can be done only to a limited degree after students enter college. This simply means that the work will have to be done by teachers and school administrators with such assistance as the colleges and universities can give. It is the responsibility of the total teaching profession to maintain the profession and to protect children and youth from the consequences of an inadequate teaching force.

A number of school systems have well organized and effective methods of recruiting through their programs of guidance, cadet teaching and Future Teachers of America Chapters. But in the great majority of school systems little or nothing is being done to persuade pupils to consider entering the teaching profession. This is particularly true of rural and small city and town school systems which have always been the major source of teachers. There is need for a statewide, systematic program of teacher recruitment which will operate in all school systems if anything like the number of teacher recruits needed are to be secured.

Secondly, teaching must be made more attractive and more competitive

with other vocations and professions. A large proportion of college graduates prepared to teach enter occupations other than teaching every year. Better working conditions and higher pay are the principal reasons. Many leave the profession for other lines of work after several years teaching for the same reasons. Until teaching is on a par with other professions in terms of pay, prestige and social satisfactions these losses will continue. While the economic and social status of the teacher has steadily improved in recent years there is still much to be done if the profession is to attract and retain the type of persons needed in our schools. Continued efforts to secure better salary, better working conditions and better social recognition will do much to increase the number entering and remaining in the teaching profession.

Finally, efforts to reduce the standards of teacher preparation should be strongly resisted. There is no evidence to support the contention that a reduction in teacher training requirements will greatly increase the number of entrants. The result of such action will not relieve the teacher shortage and it is certain to lower the quality of teaching.

The shortage of teachers which we now face has been anticipated for several years but not enough has been done about it. It is imperative that every effort be made within the schools and with the public to increase the teacher supply by every legitimate means. And we may be certain that whatever we do that the problem will continue to be acute for many years to come.

R. W. HOLMSTEDT
President

A Look Ahead In Education

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Introduction

The personal history which an individual writes in the chapter of childhood depends very largely upon his parents, his teachers, and his community. The child blessed with ideal parents, excellent teachers, and a wholesome physical and mental environment has a running start toward becoming a desirable citizen. Teachers are employed for the specific purpose of helping children write the basic chapter of their lives. Later chapters depend more specifically upon each individual person—upon his life's plan which has been initiated, developed and crystallized under the guidance of older people during the period of childhood and youth. No truly great life merely happens; it is planned at an early age—at least from the standpoint of attitudes—just as surely as a great book is outlined before it is written, just as truly as the Empire State Building was blue-printed before its construction, and just as certainly as our nation was constitutionally established 164 years ago, long before the United States was to become the leading nation of the world. Each teacher and parent of our nation is duty-bound to help each child to plan the next fifty years of his life now—to help him now to acquire the academic foundations, the guiding ideals and the dynamic inspirations which will determine the personal history which he will write during the remainder of his life. All subject matter, all supplies, all equipment, and all buildings and grounds must be devoted to this end.

But our primary purpose is not to discuss personal "history that must be written"; rather, it is to empha-

size the well known axiom that the whole is equal to the sum of all of its parts and is greater than any one of them, or paraphrased, that the sum of all personal histories is equal to the history of all nations and all races.

We cannot think of history to be written without recalling what has been written. The history of the past is as long as the history of mankind itself. A part of the history of the history of the past has been written—by "written" we mean "lived"—by people with vision and a part by people without vision. That "lived" with vision is a record of brilliant achievement; that "lived" without vision is a compilation of inglorious failures. The presence or absence of vision and ideals accounts for the difference in results.

Today and Tomorrow

We who live in 1953 can do nothing to change the record of the past, but we still have within our power the unleashing of the history of the future. Our generation has the responsibility of determining whether journalists and commentators of the future must continue to broadcast concerning "The nations' airy navies grappling in the central blue" or whether the teletype and air waves of tomorrow will carry Tennyson's message in "Locksley Hall" that "the war drums throbbed no longer and . . . battle flags were furled in the Parliament of Man, the Federation of the World." Yes, we can sow wind and reap whirlwinds or we can plant and cultivate the seeds which will expand to bless our children and our children's children in the centuries which lie ahead. We teachers, parents, and citizens of 1953—whether we have or have not

vision—will determine, we are determining, what the Tennysons of the future will describe in their poetry. Together with the teachers and leaders of youth throughout the world we are deciding now whether the scientific developments of the present and the future will be used for good or evil—whether mass production, aviation, television, radar, atomic energy, etc., will bless or curse our descendants in the generations of twenty-five, fifty, seventy-five, and one hundred or one thousand years hence. The present is the parent of the future.

But we cannot rest upon an idealism that is not accompanied and undergirded by an unwavering determination to achieve realism. Today, in the period which should be one of reconstruction following the termination of the bloodiest and most colossal Armageddon of human experience, it is highly important that the civic leaders, parents and teachers of the United States possess a worthy and comprehensive perspective of the challenges, opportunities and obligations for world service, human reconstruction, good will and permanent peace; it must be recorded, also, by the historians of the future that we Americans, especially inspired by this vision, went forth to champion the cause of all humanity—white, black, red, yellow, and brown—within and without our hemisphere. Any program, less comprehensive, is unbecoming to the citizenship of the nation currently considered the world's greatest.

The Birth of a New Era

It can be written one hundred or one thousand years hence (it must be written if civilization is to endure) that man became intelligent enough in our century to apply scientific knowledge toward vital rather than lethal ends. It must become a part of recorded history that the United States of America was the place, and that the United Nations Conference at San Francisco in 1945 was the occasion of the kick-off for the greatest global game of peace, world-wide security and good will in which our

nation or any nation ever had the honor, the opportunity, and the obligation to be a participant. It must become a fact for eternity that the Beachhead for Peace established by this conference of nations in 1945 was never lost and that after the first use of the atomic bomb in the last days of the Second World War the leaders of all nations, the victorious and the vanquished, became thoroughly and permanently convinced of the futility and foolhardiness of further armed conflicts. The present Korean incident is a challenge to all of us who seek this ideal.

The Direction and Speed of Social Change

As leaders of world thought during the period of turmoil and confusion through which the world is now passing, we Americans must have an adequate sense of the direction we are traveling and of the speed we are making. We must become aware of whence we have come, how far we have progressed, the goal we are seeking, the right road to follow, and the contributions we can and must make. At present many of us are as confused with the speed and direction of our travel, socially, politically, and economically, as we would be with the speed and direction of the travel of a man on a swiftly moving train or plane. To draw a parallel let us assume a man walking west at the rate of five miles per hour through the aisle of a train traveling east at sixty miles an hour on an earth rotating on its axis toward the east at a rate, at this latitude, of between 600 and 700 miles per hour and, at the same time, revolving in its orbit at the rate of 66,000 miles per hour around a sun flying through limitless space at an incalculable or unknown rate. How fast and in what direction is the man on the train really traveling? How fast and in what direction are we, the human species, really traveling, socially, politically, economically?

According to Will Durant, one of our contemporary scholars and philosophers, we may secure a sense of

direction our civilization is traveling from the light which shines ahead of us from the history of mankind which is behind us. "The real history of mankind," says Durant, "is found in ten steps upward, which, once taken, were never lost, and which were added each to those that went before." While there has been much overlapping and concurrency in the achievement of these steps, historians generally agree that they have occurred in approximately the following order:

- (1) The development of speech.
- (2) The taming of animals.
- (3) The discovery of fire and light.
- (4) The development of agriculture.
- (5) The coming of social organization.
- (6) The development of morality.
- (7) The acquisition of an esthetic sense.
- (8) The discovery of the means of communication.
- (9) The development of science.
- (10) The organization of a formal system of education.

Because of this gradual ascent we cannot conceive a static mankind. At any given point in the past the human species has been evolving from its then level of civilization toward something higher and better. "The ladder by which we rise from the lowly earth to the vaulted skies . . . round by round"¹ has been gradually, continuously, and very certainly extended since the first appearance of our earliest known ancestors. We cannot think of nature reversing this process either now or later. We can only believe that we are in process of adding an eleventh round to the ten which the ladder already has. Every thinking person believes that this current upward surge must be the achievement, by all segments of the human race, of a warless, povertyless, Golden Rule, world-wide civilization in which all the freedoms of an ideal democracy will prevail. This

¹Holland, Josiah Gilbert, *Gradation*, Stanza 1.

will be a middle course— neither right nor left.

To make our contribution to the realization of this eleventh increment in civilization we must also be aware of the speed with which we are traveling, socially, politically, and economically. When the University of Chicago Round Table was organized in 1931 it was possible for those participating to look ahead and select topics for discussion several months in advance and, at the same time, to know that they would be timely and pertinent when the date of the broadcast arrived. In 1941 on the tenth anniversary of the founding of the Round Table the same three men who had initiated it ten years earlier stated that they could no longer look ahead to know what would be appropriate for discussion on a given Sunday; by 1941 civilization was changing so rapidly—and still continues to change so rapidly—that they could only look around to find the problem and appropriate for discussion on any given date; in 1953 change has become even more meteoric!

We were all taught in school a few years ago that history could be divided in three main periods; *Ancient*, from earliest known human events to 800 A.D.; *Medieval*, from 800 A.D. to about 1492; *Modern*, from the time of Columbus to the present. But on the occasion of the celebration of its tenth anniversary in 1941, the University of Chicago Round Table declared that in terms of actual conditions it would be far more appropriate to say that Ancient History lasted until 1918 A.D., that Medieval History extended from the end of World War I to 1931, and that Modern History began in 1931. In his book, "Faith for Living," published in 1941, Lewis Mumford stated that those who did not realize that a thousand years had passed since 1931 were hopeless! Undoubtedly more real social, political, and economic changes did actually come in the ten years immediately preceding Pearl Harbor than had occurred in the 1000 years immediately preced-

ing the invention of the printing press; and it could be similarly argued that two additional millenniums have passed since Pearl Harbor—one before and one after the dropping of the first atomic bomb on August 6, 1945; and possibly another since the beginning of the Korean War in June, 1950.

Within the first half of our own century we have seen the arrival of and have come to take for granted the automobile, the aeroplane, the radio, radar, jet propulsion, the atomic and hydrogen bomb, and hundreds of other spectacular gadgets, machines, and assembly lines unknown and unimagined 50 years ago. Before 2000 A.D. countless other discoveries and inventions destined to have equally significant effects upon the progress of mankind will be commonplace. We are traveling at such a pace that both Washington and Lincoln, if they could pay a return visit to the earth, would feel far more at home in the Egyptian civilization of King Tut (ankhamen) than in the world of Eisenhower, Churchill and Malenkov. We teachers who are privileged to live and work now must awaken to the fact that tomorrow is here. We must accept the challenge!

"One World"

To assist and direct the next upward step of History Which Must Be Written if the progress of mankind is not to be reversed, we Americans must understand and cooperate with the world revolution of many phases now in progress. We must bring about this inevitable change by peaceful and gradual evolution. We must comprehend and transmit to the rising generation the international and interracial significance of the sequential stages in transportation represented by birch bark canoes, steamboats, covered wagons, railroads, airplanes, stratospheric travel, jet propulsion, etc. Our habits of thinking and acting must change accordingly. We must realize that a radio broadcast originating in Washington can be heard simultaneously in London, Moscow, Paris, Chung-

king, and Tokyo. We must understand that there is only "One World" and that all of its inhabitants should be citizens entitled to equal opportunities. It must be written that an instrument called the "Atomic Bomb" demonstrated to the human species the necessity of accepting as axiomatic that the whole of society is equal to the sum of all of its parts regardless of race, color, inheritance, nationality or economic status. "One World" as tiny as the planet Earth, is too small and its population too fluid to permit or justify discrimination against any of its citizens.

Some General Educational Implications

To determine the history which must come to pass if civilization and the human race are to survive, the leaders of every race and every nation must recognize that the only way to have an improved world is to have people improved in literacy, in ideals, in health, in preparation for chosen occupations and professions, and in ability to live cooperatively with all segments of the human family. People, good and bad, work and play with other people. Peoples, from the least efficient to the most efficient, work the mines, make the material gadgets of civilization, discover and use atomic energy, make peace, and declare war. A greater and better America—a greater and better world—will come only as we improve people. Because of America's position of leadership no other nation or people has a greater opportunity or responsibility!

The Problem in the United States

The best indication of the educational problems on a nation-wide basis in the years immediately ahead is furnished by the enrollment trends which are certain to follow the birth-rate increases of recent years. On the basis of 30 pupils for each elementary teacher and 27 for each high school teacher the number of teachers needed in the United States in addition to the requirement as it was in 1946 has been and will be approximately as follows: for 1947-1948, 13,500; for

1948-1949, 33,000; for 1949-1950, 64,500; etc., until 1955-1956 when the total number of additional elementary teachers needed will be 134,200. While the increase in teachers needed on the secondary level will not be noticeable until later, there is every indication that by 1960 the United States will need 112,500 more secondary teachers than in 1946.

Colleges and universities face problems similar to those confronting elementary and secondary schools. With recent college enrollments over 2,300,000—1,000,000 above the peak of pre-war years—about 50,000 more college instructors are needed than ever before. With increased numbers graduating from high schools each year there is no reason to expect any great change in this trend in the foreseeable future. It is freely predicted that the world's population will increase from its present 2,250,000,000 to 2,438,000,000 by 1955. If mankind should continue to increase at the present rate, the year 2000 will be confronted with a population 50 per cent above that of the present. Because of advantages in the United States over those in many other parts of the world there is very reason to believe that population increases here will be as great or greater than in the world as a whole. (1940, 131 millions; 1950, 150 millions; 1960, 175 millions.)

What the preceding trends imply from the standpoints of the additional teachers on all levels is obvious; plant expansion is just as obvious and just as mandatory. In 1941 the industries of our nation were asked to produce far beyond their existing facilities; they expanded their facilities, produced the necessary equipment and the war was won. Now in 1953 they are doing it again!

It is just as urgent to furnish additional education facilities to win and to keep the peace. This means that each state must take action at once to expand college, university, and professional school facilities if we are not to deny their democratic birthrights to many capable young people in the decades immediately ahead.

(Continued on page 14)

The Clear Lake Story

Don Hammerman

Clear Lake Camp
Dowling, Michigan

EDITOR'S NOTE: This is the second of two articles concerning Clear Lake Camp and its activities. The first article appeared in the December, 1952, *Teachers College Journal*, pp. 40 ff.

The Clear Lake Story began when the Kellogg Foundation of Battle Creek purchased a campsite on the shores of Clear Lake near Dowling, Michigan. First known as the Health Camp, the facilities were used to help wards of the court learn to live together successfully. They carried on their regular program of school work while living in camp for nine months of the year.

This "nine month program" gave way in 1940-41 to the beginnings of school camping. During this phase the camp was used by many groups of school children who came with their teachers to spend two weeks of living and learning in the out-of-doors.

The outdoor education program at Clear Lake was cut short during the war years, when the U. S. Coast Guard maintained the camp area to facilitate its own training program.

In 1945 the campsite was again made available to the schools of Calhoun County. Both the Community Chest and the Kellogg Foundation helped to subsidize the cost of operating the camp. At this stage the main purposes of the teachers and children were to: (1) live together for a week, (2) have a good time, and (3) gain knowledge in some camping skills.

The present Five Year Experimental Program was inaugurated in 1947, at which time the Kellogg Foundation set up a fund to help defray expenses, and the administration and operation of the camp was

taken over by the public schools of Battle Creek and nearby communities.

During this five year period of experimentation the camping program and philosophy has grown and developed to its present national renown. The central aim has been for teachers and children to use the camp area as an extension of their own classroom, and thus to broaden and enrich their school curriculum through the first hand observation and participation in their studies.

Clear Lake is often referred to as the "Mother of School Camping" as it was the first campsite to be used by a school system the year round. It is also interesting to note that most of the permanent year-round school camps today are directed by former Clear Lake staff members. Many of the newest ventures into outdoor education, as those in Cleveland Heights, and Versailles, Ohio, were patterned after the Clear Lake organization.

Since its inception, the camp has been used to enrich the education of more and more of Michigan's children. The first year of school camping saw 1650 boys and girls live at Clear Lake. Since that time the camping program has expanded so that today more than double the original number are able to use the Clear Lake area each school year.

Philosophy of the School Camp Program

The basic philosophy of the camp stems naturally from the objectives of education as interpreted in the Battle Creek Public Schools, which are: We believe that every child's education should help him to develop to the maximum extent:

1. Command of the fundamental

skills of communication and thought

2. Control of his actions in accordance with accepted social standards

3. Cooperative habits and attitudes of living

4. Creative interests and abilities

5. Understanding of the physical and cultural world around him

6. Ability to use leisure time constructively

7. Skills and knowledges for citizenship, home living, work and further training

The camp is an integral part of the school curriculum and as such is used as a laboratory for the Classroom. Campers, counselors and teachers plan together, as a cooperative venture, how they will utilize the camp area to achieve their own aims during the week they attend. An attempt is made to tie in the direct, purposeful experiences of the camp stay with the classroom studies of the group. The camp program helps to meet needs of children by providing an opportunity in living together twenty-four hours a day with each other and their teachers. Camping, furthermore, exposes children to a healthy balance of outdoor activity, work, and recreation.

Experiences in the out-of-doors supplement regular classroom instruction in many areas of science and nature. In addition, the school camp offers experiences in using the tool subjects to meet real needs of children with such activities as: (1) letter writing to parents and friends, (2) operating a bank, store, and post office, (3) doing reference-type reading in the camp library in connection with their studies of natural science, (4) keeping weather station records, writing logs to take back to school, planning menus and figuring food costs for a cookout, and cataloguing specimens.

Confidence in the school camping movement was evidenced this year when the Battle Creek Board of Education voted to continue offering this first hand living and learning experience to Battle Creek school children for the coming five years.

The Happy Ending

A. L. Crabb

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The accompanying article is the text of the Baccalaureate Address delivered at Indiana State Teachers College by Dr. Crabb, May 31, 1953.

Commencement is abroad in the land. Speakers with the gleam of Guidance shining in their eye flood all hearers with their counsel. Commencement speakers bearing the gifts of fulsome praise or dire forebodings are to be feared, as are those who with conviction affirm that the future of the graduates lies ahead.

My mission, at this hour, is to search for omens of hope, for beacons of faith, and for some reassurance as to the ultimate tomorrow. I must do this eagerly and insistently because they are so easy not to find.

The era of peace and continued good will among men is and has always been merely a faint dim glimpse of far distant reality. The demagogue may see peace and good will ahead. No one else can. The metal still lies deep in the earth from which will be molded the cannon whose dying thunder proclaims the end of all war. To hold otherwise is to be unaware of the slow, the terrifyingly slow, the incredibly majestic emergence of man from his primeval darkness.

War is neither casual nor causeless behavior. It is as logical as cancer, or typhoid fever, or brittle arteries, or decayed teeth, or an automobile accident, or a Republican landslide. War is the outbreak of a long accumulation of offenses against man's moral perceptions. It presents an awful paradox in that, though battle is the very climax of evil yet of its struggles some of man's great ideals and understandings have been born.

The vitality of the spirit of man is attested by the fact that good has often sprouted from evil soil, and by the fact that evil deeds, in the alchemy of God, have at times yielded beneficent results. And while war does surely raise some obstacles to and strain of the resulting strife states peace it does clearly clear some away. war. I do not seek to justify typhoid fever. My effort is to understand it, to clear in my understanding at least a few of its bewildering phenomena. I find a convincing quality of divinity in man in that from his dark beginnings he has been groping his way feebly though surely toward the light. His beginnings were dark, and his light has been no gratuity. He has found none for which he has not searched. But he has always willed to search. His salvation has always existed in his dim but discerning faith in the somehow, somewhere Good, and in his willingness to pay for that faith in deeds.

War was perhaps man's first major enterprise in cooperation. Vaguely formed groups offended other vaguely formed groups and out of the stress I do not, heaven forbid, seek to justify were formed and served as blessings in terms of their patterns in unity and cooperation. But also they were menaces. They rejoiced in their newly compounded strength and used it to render weak the strength of their neighbor states. The evil deeds of all individuals tend to achieve their sum total in the evil natures of their nations and to form an impounded reservoir of offenses whose outlet in the end can only be war. Which is to say that war will menace men as long as ill deeds spring from their

individual lives. Even so, for all of its outpourings of accumulated evil war has set examples of courage and daring, of steadfastness to a purpose, of ingenuity and resourcefulness that peace has not yet been able to inspire. Out of that terror which we call battle have been born instruments and ideals destined to play nobler parts when the cannons sound no more. The still small voice has often spoken out of the wreckage of the whirlwind and the fire.

I have mentioned the possibility of the flowering of good from the soil of evil. There is no endorsement of evil in that, but there is hope. If it were not true there could be no spread of good from its original areas. It would be held too confined by the rigid lines of its own ancestry. Typhoid fever is of itself evil and tragic. And yet in man's effort to conquer it he has gained not only the pride and power of its conquest but and understanding of certain forces which transcend in ultimate worth the victory over typhoid itself. Lacking his problems, whether of typhoid fever or of ethical conduct, man would be doomed to existence in the low places. As he solves them, he pulls himself, hand over hand, up above the low-lying levels of the problemless life. What right has he to expect that his ways will be smooth? He should have the courage and the wit to thank God for each rebuff.

It is my unshaken and continuing belief that the human race is capable of conscious and deliberate self-improvement, and furthermore that man is the only created thing endowed with that capability. Very early, man in his own terms vaguely, faintly learned the distinction between good and evil. Very early he set out feebly and uncertainly upon his quest for Truth, and for that freedom of which the discovery of truth is the major condition.

I say feebly and uncertainly. Man's beginnings were developed only by the encircling gloom. Hemmed in by the chaos of creation, he groped and stumbled whensoever he essayed to

move. But he moved. There were the materials of light and understanding but they were not offered to him free. Their price was the unremitting effort of both body and mind. He did not at first understand either the significance of effort nor the technique of its use. But in those uncounted centuries that have intervened his long swelling effort has met with undeniable reward. Some rays of light have been shed, some glimpses of truth revealed. He bought that light and that truth at a frightful cost. But he bought them. He paid for them with blood and sweat and tears. Millions of men long forgotten joined with other millions never even remembered in paying the price demanded.

The doctrine of sacrifice must be held exclusively within the boundaries of theological dogma. It belongs, of course, to the preacher. But it is also the method of all advance in all of the categories. It has been the method since microscopic life yielded itself to the beauty and utility which can be created from limestone rock, since that first prehistoric man who gave up his life rather than something he owned, or believed, and so made possible that concepts of belief and ownership, since Huss and Ridley and Latimer—early sacrifices upon the altar of religious freedom, since Jonathan Edwards whose life was a part of the price paid for freedom from smallpox. Sacrifice is the foundation stone of all the religions, of all good. It is in the universal law that I must give up this in order that I may have that. A great many millions of men paid for my right to be free, but I myself must pay for that freedom. Those who hear such songs as *Jesus Paid it All* sometimes tend to find in them a sort of gratuity, the very notion of which is hostile to the premise and promise of Christianity. Salvation is not free, only the opportunity to win it. No more beneficent conditions attends the human race than that it is not permitted to live in the realm of the gratis. The end of all free things is death. The end of

sacrifice is the discovery of new good, of new opportunities to be good, ultimately of God.

Man has never lived in a free world. He however has never been an expert bargainer in the purchase of his progress. The very word bargaining lifts an evil connotation when applied to man's spiritual ongoing. All that man can do is to place upon the altar the most precious things he has. The records are magnificently replete with testimony of such sacrifices, of men paying his most precious things. The notion is a terrible one, but may it not be that war is a long continuing sort of Calvary where men pay the utmost price for the sins of their kind. I only ask the question.

I do not believe that man is turned toward spiritual collapse and oblivion. I should prefer not to exist than to believe such blasphemy. And blasphemy is precisely what such an affirmation is. To believe that man is moving toward his disintegration is to deny his finest ideals and to proclaim the barrenness of human effort. It would be to say that man started himself but was too puny to keep going, or else that God created him only to find that he wasn't worth the trouble. It would be to say that the idea of home had proved an illusion, that education had turned out to be a verbose unreality, or that religion had promised hope and provided despair, and that the talk of the Fatherhood of God and the Brotherhood of Man issued from the cunning guild of hypocrites or the emptiness of fools.

In the first place, I must believe in the existence of a higher Being whose power exceeds the farthest flights of man's imagination, a Being whose omnipotence answers not only the challenges of faith but of intelligence no less. For in such an acceptance lies my only answer to the phenomena by which I live; lies my only answer to the stars in their courses, and the rhythmic flow of the seasons; my only answer to consciousness and feeling and knowing; my only answer to my response to the voice of a friend, or honeysuckle blooming by the road-

side or a great field of bluebonnets catching their colors from the skies above; my only answer to the way I feel when I hear Schubert's Unfinished Symphony, or My Old Kentucky Home played in the moonlight on violin, cello, and piano; my only answer to the loveliness of the night rain gently falling; my only answer to the mystical feeling of uplift that I experience when I look out at the gently swelling plains of Texas; my only answer to life itself. And since I have that which I refer to as a mind I must recognize that it is as infinitesimal when compared with the mind of the Creator as is my strength when compared to His. For his is a mind of cosmic alertness comprehending alike the collapse of nations and the fall of a sparrow. The mysteries which surround me help me to recognize the infinity of such a power.

Man has, to be sure, certain strength of his own. For it seems to have been the Creator's plan—and one of incredible beneficence—for man to lift himself by an everlasting tugging at his own bootstraps. An infant crying in the night discovers the value of its cry, and so discovers the value of its own integrity, thrills with the dim consciousness that its cry can summon an answer. Neither the Calvinistic conception of the puppetry of man, answering only the pull of strings which he neither understands nor resists, nor yet the Armenian conception of him drifting about under the whimsical election of his own choice seems to put in proper perspective the divinity of the Creator, nor the dignity of the created.

If I had no other evidence of man's call to higher things than the changes which he has wrought in his own affairs the testimony of his election and ordination would to me be indisputable. The word progress has grown anemic by reason of too much work put upon it and too little nourishment given to its meaning. Man's native exuberance and unwisdom do at times cause him to cry progress when there has been none. It is not uncommon for him to mistake the

cinema for culture, the telephone for truth, and canned apricots for social advance. But, for all of this, there is culture, and there is truth, and there is social advance. In a million laboratories, the formal laboratories of science, or the somewhat less explicit ones of society, men with varying degrees of purpose tunnel through the night toward the daybreak. But that figure is not true. It suggests a sudden transition from darkness to light. And that would overwhelm man, leaving him blinded to reality, as was Lazarus in Browning's poem, *An Epistle*. The better figure would be that man kindles a little light here, a little there which slowly unites and gathers in brightness. And in that slowness there is divinity.

For there would be tragedy in its gathering too quickly. Suppose, for instance, that Christian preachers should suddenly reach the goal for which they have been striving since Saint Paul first preached in Damascus, and that all men should suddenly reach perfection in spirit and behavior. Would that make an alluring world for men yet in the flesh, all progress having been made, leaving nowhere else to go? We do not wish a world in which man reaches perfection and so becomes static. Suppose that the dominant motive of teaching since Confucius taught in the Province of Lu, or Socrates on the streets of Athens should suddenly ripen into full harvest, leaving no truth denied to man. Are we ready, or can we forsee readiness for an errorless world? Where indeed would there be to go? Suppose that the hopes of all true physicians since Galen should suddenly result in the elimination of all bodily wear and tear. The very nature of man demands that he gain goodness and knowledge slowly, that he conquer disease and death slowly. As long as man is man he hasn't any business with perfection. It's a state he must never reach. His proper role is the slow advance toward it. My mind being finite, and therefore bounded by man's general imperfections, as well as my own particular ones, I shall leave alone the condi-

tions of that distant day when perfection is reached and man shifts from his manhood into something else. I shall likewise leave alone that day when the teacher's certificate shall be forever annulled and he and his pupils brought alike into what seems to me at this distance to be the dull monotony and sterility of intellectual perfection. Or that day when the physician shall abandon the gentle urbanity of his bedside manner and consign his lancet and miracle drugs—whatever their nature and potency then—to the museums which foggily outline man's pathway through the ages. Their potency will have gained their ends and destroyed their existence. The slings and arrows by which through the ages the flesh has been conquered will have gone the ways of futile things. From then on the flesh will be heir only to immortality.

This merely illustrates the folly of challenging our ideals too severely, of projecting them beyond the area and scope of our understanding. It is our assignment to do what we can with what we have to do with, and not to be baffled by the paradoxes that mock us, or the disparities between our reach and our grasp.

In such of the future as I have been able to envision I cannot find much peace for man nor surcease from his problems. I do not think that I want to. I can forsee, and gladly, the gradual emergence of other techniques than physical conflict for the solution of his problems. War being the most primary and terrible form of problem solving, man will tend to yield it as he climbs to higher ground. But the slowness of his ascent will be disillusioning to those of little faith. Man will not be permitted to get to his goal ahead of his schedule.

Upon what observable proof do I base my belief in the gradual approach of man to his ultimate perfection? Of course I do not know what perfection is. We move toward perfection as we establish the conditions of brotherhood, as we accept the keep-

ership of our brothers. In degree we have done that. The practice of the church manifests some of the imperfections of our common humanity, but for all of that the sounds of church bells tolling stirs within us the sensitivities and connotations of brotherhood. Those bells sound their own answer to Cain's ancient question.

The performance of the schools, of course, lags far behind their vision. They aim for culture and they reach only some of its fringes. The schools have many weaknesses. Perhaps their major one is a blindness to the majestic slowness of human evolutions, and their consequent willingness to engage in the hurry-up, short-order philosophy of educational procedure. The answer to hysteria—and that is what it is—will always be crudity. One of the sternest warnings which experience and reflection proclaim to man is against prematurity in any matter involving the human spirit. A thousand years are but as a day in the achievement of moral and ethical growth. The discovery of man as his brother, not his enemy will require of man a good many cycles, but it will be worth it. With its admitted unevennesses and inadequacies the school represents the most significant effort man has made to understand himself and his universe, and to spread his understanding among all the people. The school occupies a range which is essentially that of democracy. In the vanguard of that range a few chosen scholars probe into the mysteries, move ahead in the gloom that surrounds them, push back the frontier of mind and spirit. Far behind them patient teachers in the schools are teaching all the children of all the people the elementary phases of the conquests of those frontiersmen. The slow relay of truth back to the common people is to me clear proof of the essential rightness of things. When the people are granted even a few glimpses of truth they do not perish. Indeed they prosper. I could assume the tendency of man toward continued and expanding

greatness from the fact alone that he has invented a language, an achievement so magnificent that the mind stops in awe to consider the wonder it has wrought. One may say much more. He created a language that is itself alive. And then he developed a means to record and transmit it. He created a language that became at once the creator and preserver of culture! When man, through generations of effort, succeeded in carving on rock the alphabet he assured the survival of the past, and the continued ongoing of his triumphs over his low-vaulted past. When he carved that alphabet he gave the great dead a chance to remain alive. And he made possible the school as his main agent of culture.

The hospital stands as a symbol of the brotherhood of man. It represents man's concern for his sick and distressed fellows. It does fail to objectify in any advance degree the maturity of his ideals, but its existence is an affirmation of his awareness of kinship. There are other symbols of man's humanity to man. You can find them as you tread your daily paths. They to me are steadfast signs that man is ignoble experiment.

But the subtler and greater reasons of faith compel my acceptance of man's permanency. I know about one arc of mankind, a very small arc. And I cannot accept the responsibility of the arc unless there is somewhere the circle. I think that a good deed can be but a small fragment broken loose from the main body of perfection. I cannot believe that man would be permitted to envision the impossible and unreachable good. I cannot believe that the Creator would trick the created with vain and futile hopes. I cannot believe that God would endure this mockery of having withdrawn his instruction from His aptest pupil. I cannot believe that in this universe, created by God, bad is stronger than good, stupidity stronger than wisdom. I cannot believe that, aside from its superficials, humanity is drifting aim-

lessly and futilely about. I believe that for it there is a charted course, too spiritually precious to be revealed except in glimpses. The language that man has invented can reach so high above the sordid scenes among which he sometimes moves as to seem to me to be the connecting link between mortality and immortality. Man made that language. Not one syllable of it was given to him free. Sometimes man has made music which has reached above the C major of daily life to ineffable heights. The materials of that music were given him, but he made that music. He has created beauty in many forms that earth alone can never explain. Mr. Huxley was wrong. A million monkeys playing with a million typewriters for ten million years would not write *Hamlet*. *Hamlet* was not a matter of gross fortuity. It was written by a representative of a race endowed to write *Hamlets*. Before monkeys could write *Hamlet* they would have to cease being monkeys and become something else. As far as we can see they will remain *Hamletless* monkeys. A million monkeys in a billion years could not write Beethoven's violin concerto. There is no touch of the degradation of accident in the Parthenon nor in the cathedral at Cologne. They were built deliberately by a race of men ordained to build such marvels. My mind revolts at the idea of such a race being destroyed, or being permitted to destroy itself.

I have not affirmed the survival of groups, or states, or races, or even nations. In the records of Time nations have come and gone, arisen and disappeared. But man has remained, sometimes much lower than the angels, sometimes it seems but little. There lie ahead long cycles of experiment, of change, of recasting, of the slow building of more stately mansions. The outworn orders will pass and new ones appear. If there is a feeling of desolation in the passing of an old institution there may be rejoicing too. Perhaps the new will not have in it enough substance to survive, but it might. And if it does it adds new territory to man's con-

quests and moves him farther along the way on man's truest and noblest mission.

The line—I think it is from Vachel Lindsay—*The strong men keep Coming* throbs with the power of immortal promise. Strength in the race will not perish. "Who will take his place?" we ask when a strong man leaves us. The answer is clear. No one will take the place of a strong man. In the precise sense, no one ever takes anyone's place. But the strong men will keep coming, and they will add their strength to that of their forerunners. And so all true strength becomes immortal. There is no wastage in such precious materials.

I do not trust those who find that man is failing. I do not trust those who find that the career of man has no connection with the sponsorship of God. I do not trust those who find that religion is failing and that education is drifting upon a hapless sea. Nor do I trust those guileless ones who expect perfection in the foreseeable future. But it is my greatest and firmest belief that man, chastened by failure and honest agony, restored by intermittent and fragmentary glimpses of truth and good, established by finding that his labor and his thought do not come back to him empty and void will someday, how far off only God can know, will someday stand uncrowned on the heights.

And so, you go out as teachers. That is a fine omen and an augury of hope. You will not live easy lives. Had you planned for ease you would have chosen differently. You have not failed to understand that you will not ever have much money. You have found no statement in Holy writ that the lack of money is the root of all evil. But you will live reasonably well, not reasonably well, abundantly well. Because of you light and understanding will be added to human lives. Because of you virtue instead of evil will exist. For you are the agents of the happy ending.

Orientation Tests And Freshman Scholarship

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Each school year as a part of the freshmen orientation program, a series of standardized tests are administered to the incoming students. The purpose of the tests is to obtain objective evidence of the student's abilities and achievements. Test scores are used for counseling, placement, and for prediction of student success. A question immediately arises: Just how reliable are these test scores in relation to the purposes for which they are used?

The purpose of this study is to show to some extent the relationship of the freshman test scores to freshman achievement, and the reliability of the tests in predicting success of students.

Limitations of the study. Test scores are not infallible, and the study is limited to test scores. The study is confined to the Fall Term, 1952, freshmen at Indiana State, and scholastic achievements are based on only one term's work. A single term index quite likely might not be indicative of a student's cumulative index over several terms. However, within these limitations, the study was completed.

Sources of data and number of cases. For the Fall Term, 1952, complete or nearly complete test scores were available for 511 entering freshmen. For the purposes of this study, total percentiles were used from three tests, namely: the ACE Psychological Examination, the Iowa High School Content Examination, and the Nelson-Denny Reading test. Predicted indexes for the freshman group were obtained from the Student Personnel Office. (The predicted indexes are derived scores obtained by combining psychological scores and high school content scores and have been validated over a period of years.)

Actual first term indexes of the group studied were obtained from the Registrar's Office.

PRESENTATION AND ANALYSIS OF THE DATA

Relation of predicted indexes to actual indexes. Each entering freshman is given a predicted index on the basis of his psychological and high school content ratings. When compared to actual indexes at the end of the first term it was found that 270, or 61.9 per cent, exceeded their predicted index, 159, or 36.5 per cent fell below their predicted indexes, and 7, or 1.6 per cent, had identical predicted and actual indexes. The extent of discrepancy between predicted and actual indexes is shown in Table I.

Table I reveals that 22 per cent were within 5 points of their predicted index, 45 per cent were within 10 points, and 63 per cent were within 15 points. However, 16 per cent were more than one letter grade (25 index points) away from the predicted index. This would indicate that for a large per cent, the predicted indexes are reliable. Inaccurate test data and

uncontrollable factors such as emotions, health, outside activities, and time for school work no doubt contribute to the discrepancy of the 16 per cent who were more than 25 index points away from predicted index.

The coefficient of correlation between predicted indexes and actual indexes for 436 students for whom complete data were available is .53. Although this would not be considered a high coefficient of correlation, it is significant, and understandable when it is noted that such a large per cent of the group exceeded their predicted index.

Failing students and test scores. Of the 511 students included in this study, 70, or 13.7 per cent, received a failing grade in one or more subjects. (Forty-five failed one subject, 19 failed two, and 6 failed three. The number of failures in various subjects is as follows: English and Basic Communications, 33, Speech 2, Social Studies 24, Education 4, Science 15, Industrial Arts 5, Mathematics 6, Foreign Language 2, Commerce 4, Physical Education 1, Art 4, and Music 1.) Table II presents the distribution of percentile scores of the failing students on each of the three tests considered in this study.

The psychological test and the reading test are somewhat reliable in pointing toward failure. It is noticed that on these two tests, one half of the failing students fell in the lowest percentile on the national norm. However, a number of failing students made extremely high scores on these tests. Evidently factors other than

TABLE I
NUMBER AND PER CENT OF STUDENTS EXCEEDING AND FALLING BELOW PREDICTED INDEXES

Number index points points	Exceeding predicted index		Falling below predicted index		Exceeding & Below Combined		Cumulative per cent
	No.	%	No.	%	No.	%	
1 - 5	52	19	42	26	94	22	22
6 - 10	62	23	33	22	97	23	45
11 - 15	49	18	27	17	76	18	63
16 - 20	34	13	13	8	47	11	74
21 - 25	34	13	13	8	47	11	85
Over 25	39	14	29	18	68	16	101
Totals	270	61.9	159	36.5	429	101	

lack of ability contributed to the failure of these students.

Correlations of test scores with index. The final portion of the study

TABLE II
PERCENTILE DISTRIBUTION OF FAILING STUDENTS ON THE THREE TESTS

Percentile distribution	Psych. test	H. S. Cont. test	Reading test
91 - 99	1	1	
81 - 90	1	3	3
71 - 80	0	4	1
61 - 70	6	6	3
51 - 60	3	7	6
41 - 50	5	10	10
31 - 40	6	9	3
21 - 30	9	11	13
11 - 20	13	9	9
1 - 10	20	4	16
No.	64	64	64*
Median	19	38	25

*6 of the 70 failing students did not have scores on all three tests.

was to show the correlation between test scores and various combinations

of test scores and first term index. The purpose of this was to determine the best basis for predicting indexes. The following coefficients of correlation were determined: (Note: Test score percentiles were correlated directly with index points. A higher correlation would have resulted had the indexes been converted to percentiles. However, the degree of direct relationship is still revealed.)

Test Scores	No. of Cases	Correlation with index
Psych.	456	.53
H. S. Cont.	439	.42
Reading	435	.48
Combined Psych. & H. S. Content	437	.51
Combined Psych. H. S. Content & Reading	432	.54

It is noted that the highest relationship exists between a combined test average of the three tests used and the index. Perhaps it would be well to experiment with this measure for predicting indexes of college freshmen.

SUMMARY

The evidence definitely shows a substantial relationship between orientation tests and freshmen achievement. Subjective elements which cannot be measured or controlled contribute to the discrepancies between success and potential success as shown by the tests themselves.

The predicted index is valid and accurate to a large degree. It was shown that 63 per cent of all students were within 15 index points of their predicted indexes and 45 per cent were within 10 index points.

On the basis of the findings, it would seem that the reading score should be combined with the psychological score and high school content score in the formulation of the "predicted index" scale.

It is highly probable that the relationship between test scores and predicted indexes would be higher if the study were conducted at the end of three terms' work instead on after only one term.

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- Sprague, Harry A., "In Tribute to President Ralph N. Tirey," May-June, 1953, No. 6, p. 104.
- Strole, Lois E., "Views of an Off-Campus Cooperating Teacher," October, 1952, No. 1, p. 10.
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Elder . . .

(Continued from page 4)

To meet the reasonable demands of the colleges of 1960, it is conservatively estimated that, if privately controlled higher educational institutions will increase their facilities by fifty percent by that date, state controlled institutions must double their present facilities.

But this trend toward more education for more of the people is not a new trend; it has been noticeable for several decades. Even a decline in the birthrate in the future, the absolute number of persons of school age will not dwindle during this century. The estimates of the Bureau of the Census indicates that this will be true not only at the elementary level but even more certainly true at the secondary and college levels since the proportion who attend at these levels is still increasing and will continue to do so whether the total population of these groups increases or not. Present trends continue those of the last fifty years or longer. Census figures for 1940 showed:

(1) That of all persons 25 to 29 years of age approximately 47 percent attended high school from one to four years, that 13 percent attended college from one to four years; (2) that for persons 50 to 54 years of age the corresponding figures are 22 percent and 8 percent and (3) that of all persons 75 years of age only 13 percent had attended high school and only 5 percent had attended college. The median number of years of education completed in 1940 by persons of all ages was 8.6; projections for 1960 indicate a median of 10.3 years. The youngest age at which more than 90 percent of our children have been in school has been lowered from 11 years in 1910 to 7 years in 1940 and to 6 years by 1946; that they also remain in school longer today is indicated by the fact that in 1910 only 59 percent of the children from 14 to 17 years of age were in school while in 1940 the percentage

was 79; it is still higher in 1953. These trends, interpreted, mean that while in 1940 about 7.5 million Americans over 25 years of age had attended college, this number will reach 15 million by 1960—a gain of 100 percent! By the same reasoning there will be, by 1960, about 6.5 million college graduates in comparison with the 3.4 million in 1940. Apparently the citizens of the leading nation in the world today have great faith in education.

What About Indiana?

But what are the educational implications of current population trends in Indiana? The Indiana State Board of Health reports the enumerated population of Indiana on April 1, 1940, to have been 3,427,796 and that the estimated population in 1947 was 3,835,000, an increase of 407,204 or almost 12 percent in a period slightly more than seven years. The 1950 census shows more nearly 4,000,000. The birthrate in Indiana has increased so rapidly since 1940 that by 1953 approximately 3,040 more teaching units are required for grades 7 to 12, inclusive. By 1959, however, grades 7 to 12 will require 4,010 more units than in 1947. Obviously, very specific guidance in high schools and colleges will be needed to secure a net increase of more than 3000 in the number of elementary teachers in Indiana by 1953. By the same reasoning the same guidance should prevent the preparation of a net gain of more than 1000 secondary teachers during the same period. The only hope of preventing a surplus of secondary teachers within this period depends upon the surplus being employed to teach in colleges and universities or re-educated so that they meet requirements for teaching in the elementary schools. As stated before, this situation is so general throughout the nation as a whole that at least 100,000 more elementary teachers are needed in 1953 than were required only four years earlier.

Conclusion

If it were possible to establish and maintain an optimum population

level—for the world as a whole and for each individual country—and to bring population into imbalance with supplies of food, shelter, clothing and other necessities for civilized societies, the problems of the human race would be greatly simplified; but since this condition will not, in the foreseeable future, even approach realization, the most advanced individuals and nations must continue to guide and lead the less fortunate peoples of the world toward good will, mutual understanding, and the greatest possible development of human values which are inherent in all segments of the human race. The education of each citizen of every nation to the point which would enable him to make his maximum contribution to a world society is the greatest challenge to the world's leaders and the teaching profession during the remainder of our century.

Book Reviews

Better Learning Through Current Materials. Edited by Lucien Kinney and Katherine Dresden. Stanford, California: Stanford University Press, 1952 (Revised Edition), pp. x + 215.

This book was written by members of the California Council on Improvement of Instruction, in cooperation with many California teachers. The work grew out of an experimental study in twenty-two California junior and senior high schools. The book presents and evaluates curriculum materials and teaching procedures which have been utilized effectively in actual classroom situations.

The book is a fundamental revision of a volume by the same title and editors which was published in 1949. In addition to the eleven chapters of basic material, the reader will find several illustrations of good learning procedures, a series of figures dealing with display techniques, and a bibliography of related readings. A helpful manual, *Using Current Materials to Study Current Problems*, written by Jean D. Grambs, accompanies the book.

Current materials, as discussed in this book, include, "whatever will lead to the understanding of current problems." Thus, in addition to the typical curricular materials, the Council members have included such things as excursions and field trips, community activities, guest speakers, radio and television programs, and other laboratory-type activities.

Teachers of almost every area of the school curriculum will find suggestions in this book concerning current materials which they might utilize. The major decision which the teacher will need to make is whether the materials should be considered as supplementary aids for curricular enrichment or as a major and integral part of the basic instructional materials. The latter concept is the one which seemingly is adhered to by the Council members, and it has considerable merit.

This book should be of assistance to all teachers who desire to break away from the traditional textbook-recitation and lecture methods of teaching. Perhaps its only major limitation is that the schools represented by the Council are too few in number and are limited to the State of California. The editors might have benefited by following the research procedure used by the *New York Times* staff in producing the *Current Affairs and Modern Education*. That study brought forth the talent of many specialists and teachers from every region of the nation. In spite of this limitation of sampling, however, *Better Learning Through Current Materials* offers many helpful suggestions for teachers who are genuinely interested in improving their teaching.

E. J. Clark

Indiana State Teachers College

The American Secondary School, Edited by Paul B. Jacobson. Prentice-Hall, Inc., New York. 1952. viii + 458.

In this volume will be found consideration of the most significant problems that face the prospective

high school teacher. The editor states in the Preface that the book is not an advanced text, but was written expressly for undergraduates who are entering programs of secondary education to become high school teachers. It is the result of the collaboration of ten well-known educators.

The authors have tended to follow an eclectic approach, in that each has discussed the problems in his particular area in terms of his background and experience. The volume, however, has an underlying unity which is provided by two fundamental "foundation stones." They are: (1) the development tasks of youth, and (2) the social foundations of education.

The discussion of the development tasks of youth is based upon the latest research findings on human growth and development. This is a new and significant approach for introductory texts in secondary education. Such developmental materials have usually been confined to more advanced textbooks.

The social foundations of education are interpreted in terms of basic and fundamental principles of a democratic society. A very realistic approach is taken in analyzing the affect of such social problems as the growth of cities, and the decline of agriculture upon the high school.

In the estimation of the reviewer, Chapters 5 and 6 are outstanding for their functional approach to the problems of secondary education. Such problems as excessive dropouts and social class structure should be a challenge to all teachers. By viewing the school as an instrument of social mobility, the authors take the position that teachers must raise the standards and values of pupils if they are to really help them become better citizens.

Also included in the text are chapters on education as a career, historical backgrounds of secondary education, and the secondary school curriculum with special emphasis upon the role of the teacher in curriculum development. Chapters 10 and 11 give an unusually complete treatment

of the program of extra-curricular activities. Other chapters include a discussion of the latest trends in guidance, a sound treatment of measurement and evaluation, the school-community relationship, and the control and organization of secondary education.

A list of study questions and an ample bibliography at the end of each of the 18 chapters will be very helpful to both student and instructor. Mention should also be made of the selected list (pp. 342-345) of 23 of the latest educational motion pictures.

The study of the excellent and well-organized content of this volume will convince one that this is a most satisfactory text for an introductory course in secondary education.

Clyde E. Crum

Indiana State Teachers College
Terre Haute, Indiana

Psychology in the Service of the School by M. F. Cleugh. New York: Philosophical Library, 1951. vii + 185 pp. \$3.75.

This book by a senior lecturer at the University of London, concerns children's difficulties in adjustment and is intended to be of practical assistance to all those who work with children. It has nine chapters: I. Introduction—in which the author gives his viewpoint about the use (and misuse) of psychology in the schools and his viewpoints on maladjustments. The eight principles he gives here are alone well worth a teacher's study. II. Judgments and Misjudgments—in which advice is given in regard to coming to conclusions about a child's behavior and about the quality of his judgments. III. The Meanings of Maladjustment—the content of which is probably sufficiently indicated by the title. IV. Fight and Flight—in which the author classifies difficulties of adjustment in two groups, indicated by "the child may either turn on the opposing forces, and by attacking, seek to overcome them, and achieve his own ends by battle royale, or he may ostensibly from the field, and seek refuge in

flight, or in regression to an earlier stage of his development." V. The Handling of Aggressive Reactions—in which practical suggestions are given for handling the child who chooses to "fight." VI. The Handling of Regressive Reactions—in which suggestions are made for handling the retreating child. VII. A Mixed Bag of Examples—in which a large number of brief examples of situations ranging from the trivial to the serious are given. VIII. A Practical Guide to Action—in which fourteen principles are given and then applied to some representative situations. IX. Child Guidance—in which child guidance centres are discussed, as well as child guidance in general.

This book is well worth the reading. It is wholesome in its viewpoints and practical in its applications. The many illustrations of children with difficulties in adjustment and the suggestions concerning them make the book interesting and add to its clarity. It is strongly recommended to grade school and high school teachers as well as to college teachers in the field of education.

—Marguerite Malm
Professor of Education
Indiana State Teachers College

Improving Teaching-Learning Processes. By Ray H. Simpson. New York 3, New York: Longmans, Green and Company, Inc., 1953, pp. 487. \$5.00.

This is another text in the Longmans' Education Series for pre-service and in-service teacher training programs. (It is interesting to note that nearly a dozen new books have appeared in the general methods area

in the last three years in spite of a trend in some schools to telescope such work in a full-time directed teaching program.) This text enables a student to study what he will do later as a teacher and also help him analyze his present teaching-learning situation in which he plays a key role as a learner.

Simpson has evolved five premises upon which the content is built. These premises are:

1. It is virtually impossible for the teacher to go very far in adequately meeting the challenge of individual differences as long as he tries to manage for each learner all of the learning processes over which many teachers now hold a monopoly.

2. Basic teaching-learning processes and psychological principles related to these processes are fundamentally similar regardless of the age of those with whom we are working.

3. Learning problems connected with varied individual needs, abilities, and attitudes can be optimistically attacked if the teacher is willing to relinquish gradually some of his monopolistic control of certain steps in teacher-learning processes and consciously build up in each learner the ability to handle for himself, with appropriate guidance all steps in learning processes.

4. The best teacher is the one who teaches the learner how to teach himself.

5. It is particularly important that professional courses for educators and future educators be laboratories for studying and improving procedures in meeting individual differences in an effective and democratic fashion.

Throughout the text the organiza-

tion emphasizes the problem approach in learning—using the three major steps of *identifying the problems*; *selecting appropriate problems for study*; and *problem solving for effective learning*.

In order to achieve the above three main steps in the learning process it is necessary for the learner to acquire skill in at least three areas; (1) evaluation, including self-diagnosis; (2) personal educational record-keeping; (3) obtaining, selecting, and using appropriate resources; democratic interpersonal relations; (5) purposeful reading.

The unit-problem approach is used throughout the text. Learning becomes a highly motivated and personalized activity.

Accurate, recent, and complete annotated bibliographies are included at the end of each chapter. Basic concepts are presented under generalizations which are stated in italics. Challenging questions are asked. Excerpts from student-teacher experiences are given for illustrative purposes. Every effort has been made to bring research in educational psychology into the classroom.

The content could be too difficult for pre-service work because of its rather unique problems approach and conceptual organization. Therefore, it could be better adapted to in-service work when experience will enable the teacher to better understand himself and his pupils. One must read carefully, critically, and broadly to appreciate the research and thorough, creative organization that the author has achieved.

—Helen Ederle
Assistant Professor of Education
Indiana State Teachers College

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Dr. Walter E. Shriner, Director, Graduate Studies.

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Study While You Earn

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REGISTRATION—SATURDAY, DECEMBER 19, 1953

COLLEGE REGISTRAR'S OFFICE 8 a.m. - 12 noon

CHOOSE FROM THESE CLASSES:

MONDAY EVENINGS

First class meeting, January 4, 1954

- Education *418 (Personnel Administration)—Miss Helen Ederle — 6:30 p.m.
French 131 (Beginning French)—Mrs. Mary Peters — 6:00 p.m.
Home Economics 112 (Elementary Weaving)—Miss Edith LeHew — 6:00 p.m. (2 qtr. hrs.)
Physical Education for Men *454 (Principles and Curriculum Construction)—Mr. Paul Wolf—6:30 p.m.
Social Studies *418 (History of Russia)—Mr. Donald Scheick — 6:30 p.m.

TUESDAY EVENINGS

First class meeting, January 5, 1954

- Art 346 (Sculpture as a Hobby)—Dr. Harry V. Wann — 6:00 p.m.
†Commerce 121 Nb (Elementary Typing)—Staff — 6-7 p.m. (non-credit)
†Commerce 211 Nb (Elementary Shorthand)—Staff — 7-8 p.m. (non-credit)
Commerce *460 (Corporation Finance)—Staff — 6:00 p.m.
Education 562 (Administration and Supervision in the Elementary School)—Dr. Lloyd Smith — 6:30 p.m.
†English 102 (Basic Communications II)—Staff — 6:00 p.m.
†Social Studies 162 (An Intro. to the Social Sciences II)—Dr. Cloyd Anthony — 8:00-9:50 p.m.
Social Studies *455 (Business Cycles)—6:30 p.m.
Supervised Teaching 557 (Principles and Techniques of Supervising Student Teachers)—Dr. Sharpe-Dr. Tanruther — 4:00 p.m.

WEDNESDAY EVENINGS

First class meeting, January 6, 1954

- Commerce 308 (Consumer Business Problems)—Dr. Paul F. Muse — 6:00 p.m.
Education *421 (Psychology of Childhood)—Dr. Jacob E. Cobb — 6:30 p.m.
Special Education 242 (Phonetics)—Miss Margaret Rowe — 6:00 p.m.
Music 233 (The Concert Goer)—Music Staff — 7-9 p.m.
Science 274 (The Alcohol and Narcotics Problem)—Dr. Bessie Noyes — 6:30 p.m.

THURSDAY EVENINGS

First class meeting, January 7, 1954

- †Commerce 121 Nb (Beginning Typing)—Contin. of Tuesday class
†Commerce 211 Nb (Beginning Shorthand)—Contin. of Tuesday class
Commerce *411 (Cost Accounting)—Dr. George Eberhart — 6:00 p.m.
†English 102 (Basic Communications)—Contin. of Tuesday class
Industrial Education *480 (Industrial Vocational Psychology)—Mr. Donald Pound — 4:30 p.m.
Philosophy *412 (Great Books)—Dr. Eugene Dyche — 7:00 p.m.
Science *447 (Contributions of Physical Sciences to Human Welfare)—Mr. William G. Kessell — 6:30 p.m.
†Social Studies 162 (Continuation of Tuesday class)
Speech 3-*481 (Play Production and Advanced Play Prod.)—Dr. Robert W. Masters — 6:30 p.m.

SATURDAY MORNINGS

First class meeting, January 9, 1954

- Education *413 (Educational Sociology)—Dr. Clyde E. Crum — 8:30 a.m.
Education *426 (Psychology of Personality and Adjustment)—Dr. Marguerite Malm — 8:30 a.m.
Mathematics *441 (Mathematics of Statistics)—Dr. Vesper D. Moore — 8:30 a.m.
Social Studies *461 (Case Work)—Miss Evelyn Bell — 8:30 a.m.

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For further information on Evening-Saturday classes, write to: V. L. Tatlock, Director, Division of Extended Services, Indiana State Teachers College, Terre Haute, Indiana
